DOCUMENT RESUME

ED 055 988 SP 005 351

AUTHOR	McKenna, Bernard H.; And Others
TITLE	Teacher Evaluation: An Annotated Bibliography.
INSTITUTION	ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.
PUB DATE	71
NOTE	29p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Behavioral Objectives; Classroom Observation Techniques; Effective Teaching; Measurement Instruments; Teacher Behavior; Teacher Characteristics; Teacher Employment; *Teacher Evaluation; Teacher Placement; Teacher Selection

ABSTRACT

In his introduction to the 86-item annotated bibliography by Mueller and Poliakoff, McKenna discusses his views on teacher evaluation and his impressions of the documents cited. He observes, in part, that the current concern is with the process of evaluation and that most researchers continue to believe that student achievement is the most reliable measure. (LP)

ED055988

TEACHER EVALUATION: AN ANNOTATED BIBLIOGRAPHY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

by
Bernard H. McKenna
Dorothy G. Mueller
Lorraine Poliakoff

Published by
ERIC Clearinghouse on Teacher Education
Number One Dupont Circle, N.W.
Washington, D.C. 20036

Sponsored by: American Association of Colleges for Teacher Education (fiscal agent); Association of Teacher Educators, national affiliate of the National Education Association; Council on Instruction and Professional Development, National Education Association

November 1971

SP 005 351

SP005351

FOREWORD

This publication was created in response to the increasing demand for information about teacher evaluation expressed by persons in all sectors of the educational enterprise including preservice and inservice teachers, administrators at all levels, and teacher educators.

The annotated bibliography was developed by Dorothy G. Mueller, operations coordinator for the Clearinghouse, and Lorraine Poliakoff, senior information analyst. It is augmented by a paper written by Dr. Bernard H. McKenna of the Division of Instruction and Professional Development, National Education Association. The Clearinghouse is grateful to the contributions of each of these individuals to this publication.

In such a rapidly changing field, it is recognized that all bibliographies are transitory. Use of this bibliography may be supplemented with references appearing in issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE) after July 1971. ERIC descriptors (index terms) are provided on page iv for readers to use RIE and CIJE to keep abreast of latest developments in teacher evaluation. Both RIE and CIJE use the same descriptors. Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Adult Education (AC) and ending with the ERIC Clearinghouse on Vocational and Technical Education (VT). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education.

In addition to using the ERIC Thesaurus, RIE, CIJE, and various ERIC indexes, you will find it helpful to be placed on the mailing list of the ERIC clearinghouses which are likely to abstract and index as well as develop publications pertinent to your needs and interests. The newsletters are provided on a complimentary basis on request to the individual clearinghouses.

Users who become efficient in using ERIC searching tools and techniques can develop their own specific bibliographies. The indexing system can refine a search to the point where one reads only entries that meet his specifications. In many cases, reading the abstracts will be adequate for the needs; in other cases one may wish to use the information which ERIC provides to secure documents from either the original publishers or from the ERIC Document Reproduction Service. (See Ordering Information.)

For readers uncertain how to use ERIC capabilities effectively, we recommend the following which are availabe in microfiche and hardcopy through the ERIC Document Reproduction Service: (a) How To Conduct a Search Through ERIC, ED 036 499, microfiche, 65¢; hardcopy, $3.29; (b) Instructional Materials on Educational Resources Information Center

(ERIC). Part Two. Information Sheets on ERIC, ED 043 580, microfiche 65¢; hardcopy, $3.29. Item "b" is available as a complimentary item, while the supply lasts, from this Clearinghouse. Instructions for ordering ERIC materials are given in "Ordering Information."

--Joel L. Burdin
Director

November 1971

ABSTRACT

In his introduction to the 86-item annotated bibliography by Mueller and Poliakoff, McKenna discusses his views on teacher evaluation and his impressions of the documents cited. He observes, in part, that the current concern is with the process of evaluation and that most researchers continue to believe that student achievement is the most reliable measure. (LP)

ERIC DESCRIPTORS

To expand a bibliography using ERIC, descriptors or search terms are used. To use a descriptor: (1) Look up the descriptor in the SUBJECT INDEX of monthly, semi-annual, or annual issue of Research in Education (RIE). (2) Beneath the descriptors you will find title(s) of documents. Decide which titles(s) you wish to pursue. (3) Note the "ED" number beside the title. (4) Look up the "ED" number in the "DOCUMENT RESUME SECTION" of the appropriate issue of RIE. With the number you will find a summary of the document and often the document's cost in microfiche and/or hardcopy. (5) Repeat the above procedure, if desired, for other issue of RIE and for other descriptors. (6) For information about how to order ERIC documents, turn to the back pages of RIE. (7) Indexes and annotations of journal articles can be found in Current Index to Journals in Education by following the same procedure. Periodical articles cannot be secured through ERIC.

TOPIC: *"Teacher Evaluation: An Annotated Bibliography."*

DESCRIPTORS TO USE IN CONTINUING SEARCH OF RIE AND CIJE:

Behavioral Objectives
Classroom Observation Techniques
Effective Teaching
Measurement Instruments
Teacher Behavior
Teacher Characteristics
Teacher Employment
*Teacher Evaluation
Teacher Placement
Teacher Selection

---

*Asterisks indicate major descriptors.

TEACHER EVALUATION:
AN ANNOTATED BIBLIOGRAPHY

by
Bernard H. McKenna
Dorothy G. Mueller
Lorraine Poliakoff

It has been said that the development of valid and reliable evaluation systems for assuring accountability of the educational enterprise will be more difficult than getting to the moon. It may be even more complex in that its achievement will require the accountability of many others in addition to teachers: supervisors for creating a climate conducive to professional success and growth; boards of education and communities for providing resources and working conditions essential to assure that all children learn; and parents for sending the student to school physically and emotionally prepared to learn and for providing a follow-up climate at home that will preserve, enhance, and build on school learning. In this context, the evaluation of educators becomes but one aspect of the broader concept of accountability which has application both in and out of the educational establishments.

A FRAMEWORK FOR EVALUATION

Several paradigms have been suggested for evaluation. One that is comprehensive yet easily understood is based on aspects to be measured and has likely been adapted from business and industry. It is the three-category delineation of *input*, *process*, and *product*.

Input refers to the resources (both material and human) and conditions required for achieving goals and producing high quality instruction. One input measure that has been employed with some success over the years is dollars spent per pupil in a school system; another is numbers of professional staff per 1000 students; yet another is status characteristics of the staff--years of education, degrees held, etc. Also included in the input category are such things as material resources (books, technological devices, and the like), special services (psychological, health, remedial) and physical facilities such as buildings. Input measures have not typically been used to evaluate individual educators, although some of the status characteristics studies of teachers (Ryans 1960 and McKenna 1965) tend in that direction.

Process has to do with those activities carried out by educators either in direct interaction with students or which are believed to indirectly contribute to student learning. Most often measured in this category are teacher classroom behaviors such as lecturing, asking questions, and summarizing. Recent emphasis has been on evaluating the teaching process, both on the part of researchers and developers of complex evaluation systems and of the many school administrators using "homemade" check lists for classroom observation. Recent emphasis on "process variables" is reflected in the high numbers of entries in this bibliography related to teacher behavior.

Product used in the educational context refers to the student--what he knows, understands, is able to do, or believes. Measures of the product attempt to assess one or more of these student learnings which are expected to result from his school experience.

Product measures have long been applied to students in the form of achievement tests, and more recently through such affectively oriented devices as personality and attitude inventories. Measures of student achievement in subject matter content continue to be highly important indexes of the school's success in the minds of the public. Concurrence on the part of both public and the profession that the promotion of cognitive learnings are only one of the school's important priorities has not altered this priority much in the view of parents.

Obviously, *input*, *process*, and *product* are closely and inextricably related. And wholesomeness in one area might be expected to flow from the other. That is, if the *input* of professional staff is of high quality, the *processes* the staff uses might be expected also to be superior; and the resultant effects on the *product* (student learning) should then be of high quality.

A difficult problem in educational measurement has been to attribute improved student learnings to one teaching process or the other. Except for a few specific and limited objectives, no single process or combination of teaching processes has been conclusively proven to result in improved student learning (Popham 1971). Unquestionably, this is a crucial area for study and development. Until educators can demonstrate successfully that particular processes result in improved learnings, it will continue to be difficult to justify the processes.

In the meantime, and even when good processes have been demonstrated to produce good products, it will be important to continue to value highly the process itself.

THE CONTINUED IMPORTANCE OF PROCESS

The long time argument about the relative emphasis on means and ends becomes relevant in any consideration of evaluation of the process of education. Are the ends with students--what they know or are able to do as a result of schooling--so important that almost any means is justifiable in attaining them? Obviously, processes that are unjust, inhumane, or deleterious to health are insupportable. Beyond those, there is the question of the process itself as an entity. After all, most students spend nearly half their active waking time in school over a period of 12 or more years. Should not the processes employed during such a lengthy segment out of one's life be characterized by full and self-satisfying living? If, in John Dewey's words, education is life, shouldn't this period be an example of the best of the good life?

A recent survey of several thousand secondary students concluded that millions of youth are not developing an affinity to the democratic process because they do not experience the democratic process to any meaningful degree during their school years. This is a serious indictment. When

coupled with other evidences of lack of student involvement in decisions that affect their lives, it should lead to serious consideration of the nature of the process itself as highly important.

When the estimate is taken into account that during their school years students spend about as many hours viewing television as they do attending schools, the process becomes even more crucial. If for 12 years students' waking hours are spent mostly in school or before the tube, it becomes critical that the process of education assures relevant and fulfilling real-life experiences.

WHO SHALL BE INVOLVED?

Another framework for considering the evalution of educators is based on who shall carry it out. As it is now, the evalution of those who work directly with children (mainly classroom teachers) is almost exclusively conducted by principals or other similar supervisory personnel. Only recently have proposals been made for, and some meager implementation effected on, broader involvement, including peers, students, outside auditing groups, and the community. And self-evaluation has rarely been encouraged as a means of assessing the achievement of goals and improving the educational process.

It would appear that a comprehensive evaluation program would not only employ multiple criteria (inputs, process, product) but also broadly involve all those who are affected by it. The involvement of several levels and types of personnel in determining purposes, developing procedures, and implementing programs of evaluation would require that infinitely greater priority and resources be given to this activity than almost any school system has achieved. And it would require talented personnel, time, and funds.

THE IMPORTANCE OF CLEAR OBJECTIVES

The evaluation of teaching is not likely to be very productive unless those who evaluate understand, and their criteria processes and instruments reflect the educational purposes in specific situations. Both process and outcome measures need to be tied directly to the educational purpose at hand. Most evaluation systems have far to go to achieve this state of sophistication. This problem has been well put by Popham (1971) ". . . it is so process-focused that the observer rarely moves to the logical follow-up question: 'What happens to pupils as a consequence of the teacher's using these processes?'" With all their sophistication, the shortcomings of present product measures are well known and amply documented: their overemphasis on the cognitive; their inability to relate learnings to behavior and attitude change; and their doubtful worth as instruments for promotion, remediation, and the like.

WHEN THE MOON HAS BEEN REACHED ON TEACHER EVALUATION, WHAT WILL BE THE CONFIGURATION?

A summarization of the foregoing points indicates that a millenium in teacher evaluation would require:

1. Employment of multiple criteria: input, process, product;
2. Involvement of all those affected in determining purposes and processes, as well as in implementation and interpretation: teachers, administrators, students, the community, and independent outside auditors;
3. The consideration of the process as a viable end in itself;
4. Agreement on clear, specific, and measurable objectives; and
5. Valuing the process as an important entity.

WHAT THE ACCOMPANYING BIBLIOGRAPHY SUGGESTS

The following bibliography suggests that:

1. There is renewed and vigorous activity (at least as reflected by the literature) in teacher evaluation;
2. Much of the current concern is related to the process of evaluation;
3. There is little agreement on what constitutes good teaching;
4. One single definition of what constitutes good teaching is believed to be inappropriate;
5. Those who use observation tools require vigorous training--such tools are only as reliable as those who observe;
6. Most researchers continue to believe that student achievement is the most reliable measure; and
7. A number of instruments are available for assessing and improving classroom performance.

Anderson, C. C., and S. M. Hunka. "Teacher Evaluation: Some Problems and a Proposal," Harvard Educational Review, 33:74-95; Winter 1963.

This article reviews research and represents an attempt to apply the psychology of learning and the techniques of multivariate statistical analysis to the problems of teacher evaluation. Experimental designs and procedures are suggested, which provide a method for investigating a large source of variation due to the evaluators themselves. A 124-item bibliography is included.

Anthony, Bobbie M. A New Approach to Merit Rating of Teachers. Chicago: University of Chicago, Midwest Administration Center, 1968 [reprint of article in Aministrator's Notebook, 17: September 1968]. 4p. Publisher's Price: single copy, $0.25; discounts on quantity orders. ED 027 627. EDRS Price: MF-$0.65; HC-$3.29 [page 3 missing].

The author states that classroom variables which not only influence pupil achievement but also are controllable by teachers must be determined for merit pay. He summarizes his study of 21 classrooms, in which he found positive correlation between pupil achievement and such variables as teacher behavior and concrete objects.

Baird, Hugh. "Evaluating Teaching Episodes." [n.d.] (Mimeographed.) 6p. ED 028 152. EDRS Price: MF-$0.65; HC-$3.29.

The Concept Teaching Evaluation form developed at Brigham Young University helps teachers and supervisors identify six components of teaching behavior during a brief teaching episode and evaluate the performance against stated objectives.

Baker, Lambert W. "An An Analysis of Some Assumed Predictors of Success in Teaching." Report to the California Educational Research Association, March 14, 1969, Los Angeles. 8p.
Local collection of the Clearinghouse.

Research reported in this paper demonstrated that of eight variables tested for validity in predicting teaching success, only one was significant: the pre-teacher training interview. Supervisors' ratings for 200 teachers were correlated with other data; beside interviews, grade point averages and scores on a college aptitude test and achievement tests were used.

Baker, Eva L., and W. James Popham. "Validation of a Teaching Competency Test for Social Science Instructors." Paper presented at American Educational Research Association annual meeting, 1967, New York. 8p.
Local collection of the Clearinghouse.

Experienced teachers and non-teachers were evaluated according to how well their students performed on a test based on previously provided behavioral objectives and resource materials. Results were inconclusive, owing to the unsuspected effects of some variables.

Baral, David P., and others. A Taxonomy of Teaching Behaviors: Progress Report. Research and Development Memorandum No. 36. Stanford, Calif.: Stanford Center for Research and Development in Teaching, 1968. 54p.
ED 049 157. EDRS Price: MF-$0.65; HC-$3.29.

This report presents a rationale for the design of an observation system to describe classroom behavior, reviews the history of its development, describes its current status, and makes recommendations for future refinement of the system. An item pool of 1137 descriptive statements is listed and classified into 19 categories.

Bolton, Dale L. Teacher Evaluation. PREP [Putting Research into Educational Practice] Kit No. 21. Washington, D.C.: National Center for Educational Communication, 1971. 49p.
ED 044 546. EDRS Price: MF-$0.65; HC-$3.29.

This package of reproducible materials provides practical guidelines for teacher evaluation: its purposes, steps in process, selection of an appropriate and competent instrument, possible problems, and communication. A bibliography is included.

---. Teacher Recruitment and Selection. PREP [Putting Research into Educational Practice] Kit No. 20. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education [1971]. 45p.
ED 043 797. EDRS Price: MF-$0.65; HC-$3.29.

This packets in this folder summarize in simple language information on selection criteria (number of teachers needed and requirements for specific positions), recruitment strategies, collection and treatment of data, decisions, and assessment of the evaluation process. A 77-item bibliography is included. The packets are reproducible.

Borg, Walter R., and others. The Mini-Course: A Microteaching Approach to Teacher Education. Beverly Hills, Calif.: Macmillan Educational Services, 1970. 256p. Publisher's Price: $5.97.
ED 045 577. Not available from EDRS.

This book describes the rationale for and development of minicourses--short, self-instructional courses designed to train teachers in specific classroom skills.

Bradley, Ruth, and others. Measuring Teacher Competence: Research Backgrounds and Current Practice. Burlingame: California Teacher Association, 1967. 46p. Publisher's Price: $1.50.
ED 040 152. EDRS Price: MF-$0.65; HC-$3.29.

To provide a common criterion for the evaluation of teaching, this booklet defines the idea of competence in terms of six areas of competence (a

taxonomy of roles is appended). The process of developing a measurement instrument is outlined, which provides enough flexibility to allow adaptation to local goals and philosophy.

Broudy, H. S. "Can We Define Good Teaching?" Teachers College Record, 70:583-92; April 1969.

Broudy scans blind alleys already traveled in the search for a definition of good teaching and offers an alternative path--distinguishing between didactic and encounter teaching and teachers. The former, computer-oriented, is easily defined; the latter, encouraging critical, creative learning and the like, is possible to define.

Brown, Bob Burton. "An Investigation of Observer-Judges Ratings of Teacher Competence." Final Report. Gainesville: University of Florida, January 1969. 148p.
ED 027 281. EDRS Price: MF-$0.65; HC-$6.58.

A 4-year study described in this document found predictable interrelationships among teacher beliefs, teacher competence, observer descriptions, and observer-judge beliefs; belief gaps between colleges of education and public schools; and theory-practice discrepancies in teachers and observer-judges. The observers (N-539) were from colleges, public schools, and state departments.

Brown, Bob Burton, and others. Systematic Observations: Relating Theory and Practice in the Classroom. Gainesville: University of Florida, Institute for Development of Human Resources, February 1969. 56p.
ED 031 444. EDRS Price: MF-$0.65; HC-$3.29

The five papers collected in this booklet discuss the following: inservice programs to train staff in the use of observation systems, theoretical approaches to developing systems, criteria and developing systems, curriculum building with systems, and student teacher conferences. Particular observation systems are focused on in several of the papers.

Burkhart, Robert C., ed. The Assessment Revolution: New Viewpoints for Teacher Evaluation. Proceedings of the New York State Symposium on Evaluation in Education. Albany: New York State Education Department, Division of Teacher Education and Certification; Buffalo: State University of New York, Buffalo College, 1969. 343p.
ED 036 485. EDRS Price: MF-$0.65; HC-$13.16.

The speeches and discussions collected in this volume focus on performance based teacher evaluation, teacher certification, and program evaluation. Included in these responses to the State's call for a new approach to teacher education and certification are a model for performance evaluation certification, a comparative analysis of observation techniques, and an extensive bibliography.

California Teacher Association. Negotiating Professional Standards. Burlingame: the Association, October 1970. 18p. Publisher's Price: $0.30.
ED 045 565. EDRS Price: MF-$0.65; HC-$3.29.

This booklet suggests topics to be included in negotiating professional standards in teacher contracts. Evaluation is only briefly mentioned, with the warning that self-evaluation processes shall not be used to make decisions about teacher retention.

---. Six Areas of Teacher Competence. Burlingame: the Association, 1964. 50p. Publisher's Price: $0.50.
ED 040 162. EDRS Price: MF-$0.65; HC-$3.29.

Areas of teacher competence are defined in detail and illustrated; questions are provided to assist teacher associations, colleges, supervisors, and others in their study of competence. The competences or roles considered are learning directors, counselor, cultural mediators, community link, staff member, and member of the profession.

Campbell, James Reed, and Cyrus W. Barnes. "Interaction Analysis--A Breakthrough?" Phi Delta Kappan, 50:587-90; June 1969.

Reviewing 12 studies on interaction analysis, the authors find that micro-elements involved in indirect/direct ratios affect pupil achievement and attitude development in grades K-9 (*see* Rosenshine for Rebuttal). Much of the article is devoted to a discussion and praise of Flanders' system of interaction analysis.

Cohen, Arthur M., and Florence B. Brawer. Measuring Faculty Performance. Washington, D.C.: American Association of Junior Colleges; Los Angeles: University of California, ERIC Clearinghouse for Junior Colleges Information, 1969. 90p. Publisher's Price $2.00; available from the Association.
ED 031 222. EDRS Price: MF-$0.65; HC-$3.29

Part One of this monograph reviews current practices and research in faculty evaluation; one chapter is devoted to evaluating junior college interns. Part Two builds a case for changing the purposes, methods, and criteria of student gain toward specific objectives. A 128-item bibliography is appended.

Cornett, Joe D. "Effectiveness of Three Selective Admissions Criteria in Predicting Performance of First-Year Teachers," Journal of Educational Research, 62:247-50; February 1969.

The research reported herein evaluated the effectiveness of screening prospective teachers according to grade point average and grades in freshman English and introductory education. Correlation of the criteria and principals' ratings for 68 first-year teachers showed the criteria to be ineffective predictors of success in differing degrees for elementary and secondary teachers.

Dawson, Mary, ed. "Teacher Evaluation" [entire issue], The National Elementary School Principal, 43:1-60; November 1963.
Local collection of the Clearinghouse.

The theme of this issue if "teacher evaluation," with nine major articles devoted to the subject. Some of the topics covered are methods of prediction, a design for evaluation, research on evaluation, the effects of the evaluation, and reports of practice.

Delaney, Jack, J., and Richard Stone. The Good Teacher: How Teachers Judge Teachers. New York: Philosophical Library, 1970. 114p.
Publisher's Price: $6.25.

This book is based on informal comments by teachers on the qualities of those teachers they consider good. The consensus seems to be that the definition of a good teacher differs from situations to situation, and that no teacher is good all of the time.

Dempsey, Richard A., and Norman L. Brewer. Staff Development and Evaluation. Santa Monica, Calif.: A. C. Croft, 1971. 53p.
Publisher's Price: $8.95.

This report is based on the principle of behavioral specification in assessment procedures and the determination of target goals. The Behavioral Observation Schedule for Pupils and Teachers (BOSPT) is included, and types of information yielded by the instrument are described . A section is devoted to details of how to implement a staff development and evaluation model. A case study demonstrates the model's implementation.

Denny, David A. "A Preliminary Analysis of an Observation Schedule Designed to Identify the Teacher-Classroom Variables Which Facilitate Pupil Creative Growth." Paper presented at American Educational Research Association annual meeting, 1967, New York, 31p.
Local collection of the Clearinghouse.

This paper reports on the development of an observation schedule to measure aspects of teacher-pupil behavior affecting creativity development. Though generalizability of findings is limited, implications are that behaviors categorized by the schedule result in pupil creative gain.

Dwyer, Francis M. "A Review of Characteristics and Relationships of Selected Criteria for Evaluating Teacher Effectiveness." University Park: Pennsylvania State University, University Division of Instructional Services, January 1968. 52p.
Local collection of the Clearinghouse.

The studies summarized in this research review correlate instructor and student variables with ratings of instructors by students and supervisors. Dwyer concludes that instructor characteristics directly related to student gain or objectives need to be identified.

Dyson, Ernest. "Educational Excellence and the Merit Salary Principle," The Clearing House, 39:131-36; November 1964.

Taking the viewpoint that "evaluation" and "counseling" are incompatible functions, this article argues that merit evaluation is a barrier to the openness necessary for the professional improvement of teachers. Thus merit pay programs impede real progress toward the goal of behavior change.

"Evaluation of Teaching Competence," NEA Research Bulletin, 47:67-75; October 1969. Publisher's Price: single copy, $0.60; discounts on quantity orders.

The three articles in this section on teacher evaluation cover a) a survey of 213 school systems on evaluation practices (*see* Stemnock citation), b) a survey of teachers on who should evaluate whom and why, and c) teacher evaluation clauses in professional negotiation agreements on file with NEA (examples included).

Fattu, N. A. "Research on Teacher Evaluation," The National Elementary Principal, 43:19-27; November 1963.
Local collection of the Clearinghouse.

Research on teacher characteristics and on methods of assessing teacher behavior is reviewed, and the problem of determining the meaning of "effectiveness" discussed. A 27-item bibliography is provided.

Flanders, Ned A., and Anita Simon. "Teacher Effectiveness," Classroom Interaction Newsletter, 5:18-37; December 1969.

This article reviews research from 1960-67 studying the relationship between teacher characteristics, teacher acts, and their effects upon achievement. The authors conclude that tools to analyze the teaching-learning process are being developed for more objective recording of teacher-pupil interactions. (Editor)

Florida Educational Research and Development Council. "Standards and Procedures Used for Evaluating Classroom Instruction of Annual Contract Teachers," FERDC Research Bulletin, 1:4-7; May 1965.
Publisher's Price: single copy of bulletin, $1.00; discount on quantity orders.
Local collection of the Clearinghouse.

This short summary of questionnaire responses indicates that teachers (N=712) and principals (N=545) perceive very differently the evaluation procedures and standards used by principals.

Gage, N. L., and others. Explorations of the Teacher's Effectiveness in Explaining. Technical Report No. 4. Stanford; Calif.: Stanford Center for Research and Development in Teaching, December 1968. 59p.

This report four correlational studies, all using the same basic data on teacher behavior and effects, which investigate specific problems in studying teacher effectiveness in explaining. The studies demonstrate the effectiveness of classroom explanations.

Hain, John H., and George J. Smith. "How Principals Rate Teachers," American School Board Journal, 155:17-18; February 1968.

This report of a 1966 survey of 336 New York State elementary schools makes some generalizations concerning current evaluation practices, e.g., the prevailing use of checklists, the degree of awareness of teachers to procedures used, the methods of reporting results to teachers, etc. Conclusions and recommendations for improvement are listed.

Hamachek, Don E. "You Can Tell a Good from a Bad Teacher!" Wisconsin Elementary School Principals Association Bulletin, 29:1,6,8,10,11; April 1967.
Local collection of the Clearinghouse.

Hamachek refutes the contention that no one knows what the competent teacher is by citing research in four dimensions of teacher personality and behavior: personal characteristics, classroom methodology, perceptions of self, and perceptions of others.

Hartford Public Schools. Instrument for the Improvement of Instruction for Classroom Teachers [and Manual]. Hartford: the Schools, 1969. 42p.
ED 045 602. EDRS Price MF-$0.65; HC-$3.29.

The instrument consists of the eleven teacher behavior areas designed as criteria for using the checklist, corresponding five-item rating scales, and forms for the instrument. The manual discusses procedures and use of the evaluation results.

Harvey, O. J., and others. "Teachers' Beliefs, Classroom Atmosphere and Student Behavior." 1966 (Mimeographed.) 25p.
ED 011 888. EDRS Price: MF-$0.65; HC-$3.29.

To test the relative effects of resourceful, dictatorial, and punitive teaching behavor on students' learning, 90 kindergarten and first-grade teachers were rated on a 14-item, 6-point scale, their students on a 31-item, 6-point scale. Results showed that the concreteness-abstractness of teachers' belief system (determined through preliminary testing) affected their behavior; it also affects the performance of students.

Hayes, Robert B. "A Way To Evaluate and To Improve Classroom Teaching Effectiveness." 1968 (Mimeographed.) 10p.
ED 048 095. EDRS Price: MF-$0.65; HC-$3.29.

This study supports the reliability, validity, and unidimensionality of the Hayes Pupil-Teacher Reaction Scale which measures the attitude of pupils toward the teaching effectiveness of their teachers. The nine items of the scale are given, as are tables of coefficients of reproducibility and of item marginals.

Hoyt, Donald P. "Identifying Effective Teaching Behaviors." Final Report. Manhattan: Kansas State University, December 1969. 136p.
ED 039 197. EDRS Price: MF-$0.65; HC-$6.58.

Tabulated and discussed in this report are the results of an investigation into the relationship between teacher behavior and student progress. Students in 708 undergraduate classes rated their progress toward defined objectives and their teachers' behavior. At least 16 behaviors correlated positively with student progress, varying with class size and objectives.

Huddy, James A., Jr. The Employment and Evaluation Cycle in Education. Washington, D.C.: Educational Service Bureau, 1968. 60p.
Publisher's Price: single copy, $4.00; discounts on quantity orders; available from the Bureau's Editorial Offices, Arlington, Va.
ED 029 385. Not available from EDRS.

Procedures for improving inservice teacher evaluation are suggested, such as structuring interview and evaluation instruments to facilitate comparison of results. Forms for recording employment and evaluation information are exhibited.

Israel, Jack W. "Innovation in Evaluation: Teacher Assessment by Objectives." Unpublished course paper [Golden West College, Huntington Beach, Calif.], March 18, 1969. 29p.
ED 029 625. EDRS Price: MF-$0.65; HC-$3.29.

The author offers a model for teacher evaluation, based on a literature survey. He stresses that teacher and administrator must agree on learning objectives and evidence of their attainment and that evaluation must be based on performance rather than personality. He includes three alternative methods to implement his plan.

Jabker, Eugene H. "Extra-Task Determinants of Classroom Management Effectiveness: An Experimental Investigation." Paper presented at American Educational Research Association annual meeting, 1967, New York. 15p.
Local collection of the Clearinghouse.

Research results did not support the hypothesis that students' performance (N=170) is functionally related to rewarding or punishing teacher behavior, to concomitant non-teacher rewarding or punishing events, and to students' dependency on others.

Kallenbach, Warren, and Viola Owens. "Measuring Teaching Effectiveness: A Training Program for California School Administrators," California Teacher Administrators, March 1962.
Local collection of the Clearinghouse.

A training program in the use of the Instrument for the Observation of Teaching Activities (IOTA) (an observation instrument based on the California Definition) is outlined, and early experience with the program discussed.

Kerlinger, Fred N., and Elazar Pedhazur. Attitudes and Perceptions of Desirable Traits and Behaviors of Teachers. Final Report.
New York: New York University, 1967. 281p.
ED 019 742. EDRS Price: MF-$0.65; HC-$9.87.

This research study (N=3000) focused on the perceptions and judgements of on-the-job teachers' traits and behaviors and on the relation between the judges' (graduate students of education) educational attitudes and these perceptions. "Progressive" attitudes were positively correlated with person-oriented teacher trait perceptions.

Kinney, Lucien B. "Developing Instruments To Direct Appraisal of Teacher Effectiveness." [n.d.] (Mimeographed.) 11p.
Local Collection of the Clearinghouse.

This paper discusses three fundamentals in the development of an instrument to measure teacher effectiveness: (a) the definition of the function to be measured; (b) the relation of the definition to the specific objectives of the local program; (c) the validity of the instruments and procedures in light of the local objectives. The development process of such an instrument at the University of Hawaii and in the San Francisco City Schools, both based on the California Definition, is described, and the possibilities of developing a generalizable basic instrument suggested.

Lewis, Gertrude M. The Evaluation of Teaching. Washington, D.C.: National Education Association, Department of Elementary-Kindergarten-Nursery Education, 1966. 92p. Publisher's Price: $1.50
Ed 030 602. EDRS Price: MF-$0.65; HC-Not available.

Directed toward classroom teacher use, part one of this booklet summarizes a survey of research and teacher (200), pupil (500), and parent (150) opinions on what constitutes good teaching. Parts two and three discuss the learning process, techniques of teaching, and the environment for learning, and suggest ways for the teacher to evaluate himself.

Library Materials Center. Teacher Evaluation. Indianapolis: Indiana State Teachers Association, the Center [1970]. 96p.
Local collection of the Clearinghouse.

Including selected readings from professional journals dating from 1962, this research package is designed to help Indiana associations, administrators, and school boards develop programs for staff evaluation. It also includes sample evaluation forms, excerpts from teacher-school board agreements, and selected ERIC abstracts.

McKenna, Bernard H. Staffing the Schools. New York: Columbia University, Teachers College, Bureau of Publications, 1965.

Research findings of several hundred studies on how many professionals are needed for the schools, how they should be deployed, and what should be their characteristics are reported.

McNeil, John D. "Concommitants of Using Behavioral Objectives in the Assessment of Teacher Effectiveness." 1966 (Mimeographed.) 10p.
Local collection of the Clearinghouse.

Three studies investigate supervision 1) by behavioral objectives compared with supervisors' ratings, 2) by behavioral objectives compared with perception by student teachers of the supervisory process, and 3) by behavioral objectives compared with pupil achievement.

Medley, Donald M., and others. "Coding Teachers' Verbal Behavior in the Classroom. A Manual for Users of OScAR 4V." New York: City University of New York, Division of Teacher Education [n.d.].
Local collection of the Clearinghouse.

Behaviors are classified in 50 categories on the basis of teacher talk only. Major catories are statements, substantive interchanges, and non-substantive interchanges. Directions and forms are provided for coding, and a 5-minute sample of classroom behavior is coded with comments.

Metzner, Seymour. "The Teacher as Viewed by his Principal," Changing Education, 4:25; Winter 1969-70.

Citations from research show that principals rate teachers high who have harmonious relationships with colleagues, are good classroom managers, are sensitive to pupil needs, and hold educational beliefs similar their principals'. The author warns that principal evaluations may induce unnatural conformity in teacher behavior and tend to rate teachers without reference to pupil change.

Morsh, Joseph E., and Eleanor W. Wilder. Identifying the Effective Instructor: A Review of the Quantitative Studies, 1900-1952. Chanute Air Force Base, Ill.: Air Force Personnel and Training Research Center, 1954. 159p.
ED 044 371. EDRS Price: MF-$0.65; HC-$6.58.

This research review contains summary and synthesis of 360 selected references in the categories of criteria for instructor effectiveness and of predictors (traits and qualties assumed to be related to instructor effectiveness). A 392-item bibliography is appended.

Musella, Donald. "Improving Teacher Evaluation," Journal of Teacher Education, 21:15-21; Spring 1970.

The author reviews the limitations of relying on pupil growth, teacher characteristics, or classroom interaction as indicators of teacher effectiveness. He chooses rather to focus on teacher self-improvement through videotape; evaluation criteria would be decided upon by the individual rater and ratee.

New Jersey Education Association. "NJEA Speaks Out on...Teacher Evaluation." Trenton: the Association, November 5, 1970. 4p.
ED 045 600. EDRS Price: MF-$0.65; HC-$3.29.

This policy statement provides guidelines for professional associations and negotiating teams in developing evaluation procedures and career development programs. It discusses current practices, what and who should be evaluated, how it should be done, and teachers' rights in evaluation.

Openshaw, M. Karl; And Others. "Development of a Taxonomy for the Classification of Teacher Classroom Behavior." Columbus: The Ohio State University, Research Foundation, 1966. 223p.
ED 010 167. EDRS Price: MF-$0.65; HC-$9.87.

Categorized along four dimensions (source, direction, sign, function) of classroom interaction, the taxonomy and related paradigms were empirically tested in 30 observations of classroom behavior from the first grade through a college graduate course. Validation was conducted with filmed sequences of spontaneous classroom behavior and with observation of live situations. Appendixes provide the pilot study and validation study instruments, coding instructions, observation forms, and data on functional dimensions.

Ornstein, Allan C. "Methods for Conducting Teacher Behavior Research: With Implications for Educating the Disadvantaged." 1970 (Mimeographed.) 31p.
ED 046 863. EDRS Price: MF-$0.65; HC-$3.29.

Ornstein reviews the problems in identifying, measuring, and evaluating teacher behavior, and concludes that the practical aspect of teacher behavior and teaching may be undefinable by research, or not capable of being subsumed by a research principle. Thirty-six recommendations for future research are listed.

---. "Teacher Behavior Research Approaches, Limitations, and Recomendations," based on Chapter I, V, and VIII of Selected Teacher Behavior Attributes Rated as Desirable by Ninth Grade Disadvantaged Students and Ninth Grade Teachers of the Disadvantaged. Unpublished Doctor's dissertation, New York University, 1970. 56p.
ED 043 564. EDRS Price: MF-$0.65; HC- Not available.

This paper examines existing research on teacher behavior, identifies its limitations, and makes 33 recommendations for future research. Ornstein notes the lack of agreement on categorization of teacher behavior (by model systems, instructional processes, or teacher behavior characteristics) and on how to make valid and reliable measurements of teacher behavior, but points out the substantial agreement that students are reliable and the most worthwhile raters of teacher behavior. Problems germane to research in teacher behavior are discussed and a 222-item bibliography is included.

Perry, Richard R. "Evaluation of Teaching Behavior Seeks to Measure Effectiveness," College and University Business, 47:18,22; October 1969.

The research capsuled herein compressed 13,643 effective teaching behaviors identified by college students, alumni, and faculty into 60 behaviors. The behaviors were ranked by another group, yielding for each one a value factor to be used in computing effectiveness scores for teachers. The behaviors and rankings are listed.

Popham, W. James. "Development of a Performance Test of Teaching Proficiency." Los Angeles: University of California, August 1967. 172p.
ED 013 242. EDRS Price: MF-$0.65; HC-$6.58.

An instructional unit and tests for evaluating teachers by pupil growth were developed and field tested. Experienced and inexperienced teachers (N=38) were given instructional objectives but were not restricted in teaching style. Insignificant differences between pupil growth produced by experienced and inexperienced teachers were attributed partly to all teachers' inexperience with teaching to objectives. Unit and tests are appended.

Popham, W. James. "Teaching Skill under Scrutiny," Phi Delta Kappan, 52:10; June 1971.

This article report findings on pairing trained teachers with non-professionals in teaching to specific objectives. Describes the development of performance tests that might be used for evaluation in both preservice and inservice teacher education programs.

Popham, W. James, and Eva L. Baker. "A Performance Test of Teaching Effectiveness." Paper presented at American Educational Research Association annual meeting, 1966, Chicago. 7p.
ED 015 144. EDRS Price: MF-$0.65; HC-$3.29.

Performance tests of teaching proficiency, based on identical teaching objectives to avoid the problem of variability of goals in measuring effectiveness, underwent initial validation. Superior experienced teachers and non-teachers using any instructional techniques they desired were compared on the basis of pupil gains. Validation procedures revealed defects in the procedures and methods employed.

Professional Development Systems. "Guided Self-Analysis System for Professional Development: Education Series. Overview." Berkeley, Calif.: the Systems [n.d.]. 24p.

Designed to assist in the self-improvement of teachers, the system consists of sequenced interaction codes to be used with videotapes made in their own classrooms. Each code pertains to teaching skills prerequisite to a specific educational objective.

Queer, Glenn. "An Analysis of Teacher Rating Scales: A National Survey." Pittsburgh: Pittsburgh Public Schools, Office ice of Research, June 1969. 12p.
ED 030 968. EDRS Price: MF-$0.65; HC-$3.29.

Reported in this paper are the teacher rating practices of 53 large school districts. A brief summary and frequency count of responses is given for each of the following categories (and their subcategories): purposes of rating scale, type of scale, person(s) rating, teachers rated, frequency of rating, and content of rating.

Roberson, E. Wayne. Teacher-Self-Appraisal Source Book. Tuscon: Educational Innovators Press, 1970. 69p. Publisher's Price: $4.95.
ED 041 864. EDRS Price: MF-$0.65; HC-$3.29.

The Teacher Self-Appraisal Observation System (TSA) is presented along with definitions and complete instructions for its use. The four-phase process involves planning, video taping classroom performance, coding, and analysis. The 32-category system for planning and coding includes affective and cognitive objectives, closed and open teaching methods, and verbal and nonverbal expressions.

Rosenshine, Barak. "Experimental Classroom Studies of Indirect Teaching," Classroom Interaction Newsletter, 5:7-11; 1970.

Four experimental classroom studies are reviewed in which specially trained teachers taught in an indirect manner and emphasized acceptance of student ideas. Results indicated that this behavior has not led to enhance student achievement on special criterion tests as compared to a direct manner. However, observed student behavior during the lessons demonstrated significantly higher levels of thinking and participation.

---. "Evaluation of Classroom Instruction," Review of Educational Research, 40:279-301; 1970.

In this review, available instruments for observation of classroom instruction are described, and modification for local evaluation suggested. Potential uses of the instruments are given, and difficulties in use and interpretation are noted.

---. "Interaction Analysis: A Tardy Comment," Phi Delta Kappan, 51:445-46; April 1970.

Rosenshine rebuts the conclusions Campbell and Barnes (*see* above) made when they reviewed 12 studies which correlate teacher behavior and pupil achievement. Noting that the studies offer no clear data on which to base teacher education programs, he points out the following flaws: inappropriate statistical analysis, limited validity and generalizability, data omission, and misinterpretation.

---. "The Stability of Teacher Effects Upon Student Achievement," Review of Educational Research, 40:647-62.

This research review calls attention to existing research and to the problems of interpreting results in the investigation of the consistency of teacher effectiveness across time. Nine long- and short-term studies are reviewed, with particular attention paid to problems of internal validity and criterion test reliability and to the congruence of instructional objectives and posttests.

---. "Teaching Behaviors Related to Pupil Achievement," Classroom Interaction Newsletter, 5:4-17; December 1969.

Reviewed are recent studies linking student achievement to such process variables as teacher's use of approval and disapproval, frequency and type of questionning. In his assessment of 20-odd reports, Rosenshine evaluates research findings of the past 10 years and contrasts works on teacher behavior with previous studies of teacher characteristics. (Editor)

Rubinowitz, Arthurea B. "Teacher Evaluation," Educational Strategy and Practice, CEEC Journal. Bailey's Crossroads, Virginia: Fairfax County Public Schools, Center for Effecting Educational Change, 1969. 5p.
Local collection of the Clearinghouse.

This article attempts to describe the good teacher in qualitative terms: sensitivity to the needs of his pupils, supportiveness in helping learners develop understanding and insights, creation of a climate permitting the expression of individual feelings, and the ability to foster psychological growth in the learner. The teaching process should be evaluated as it relates to the self-actualization and fulfillment of human lives, not by student grades distributed on a normal curve.

Ryans, David G. Characteristics of Teachers: Their Description, Comparison, and Appraisal; A Research Study. Washington: American Council on Education, 1960. 416p.

This is a complete report of a 9-year investigation to identify some major patterns of teacher behavior, attitudes, viewpoints, and intellectual and emotional qualities. The study also developed instruments suitable for the estimation of patterns of classroom behavior and personal qualities.

Saadeh, Ibrahim Q. "Teacher Effectiveness or Classroom Efficiency: A New Direction in the Evaluation of Teaching," Journal of Teacher Education, 21:73-91; Spring 1970.

This article discusses the problems of identifying criteria by which teacher effectiveness is judged. A 55-item bibliography is included.

Sandefur, J. T., and Alex A. Bressler. Classroom Observation Systems in Preparing School Personnel. Washington, D.C.: ERIC Clearinghouwe on Teacher Education, March 1970. 32p.
ED 036 483. EDRS Price: MF-$0.65; HC-$3.29.

This state-of-the-art paper describes the more important classroom observation systems; the latter are grouped into affective, cognitive, and multidimensional categories. Among conclusions suggested are that the systems (affective being the most widely used) have contributed to a greater emphasis on laboratory experience and "humanizing" teaching. A 32-item bibliography is appended.

Selden, David. Evaluate Teachers? AFT QuEST Paper No. 4. Washington, D.C.: American Federation of Teachers, 1969. 6p. Publisher's Price: $0.20.
ED 032 271. EDRS Price: MF-$0.65; HC-$3.29.

The author argues that teacher evaluation is not a valid means of improving educational quality; rather doubling labor costs (to reduce class size and teaching hours) and raising entry standards are. Evaluation during a probationary period should eliminate the need for later evaluation; even then, it should be done independently of the school district.

Shibata, Kenneth E., and Wayne Robertson. "Teacher Guide for Self-Appraisal Video-Inservice Program (ESEA, Title III)." Milford, Nebr.: Educational Service Unit No. 6, 1970. 56p.
ED 029 824. EDRS Price: MF-$0.65; HC-$3.29.

Part 1 of the document is a guide for teachers in writing behavioral objectives in the cognitive, affective, and psychomotor domains. Part 2 introduces the Teacher Self-Appraisal Instrument, and Part 3 discusses techniques in assisting self-appraisal. Appendixes include definitions of variables, examples of program objectives, and explanations of categories of Bloom's taxonomy.

Simon, Anita, and E. Gil Boyer, eds. "Mirrors for Behavior: An Anthology of Classroom Observation Instruments" [entire issue], Classroom Interaction Newsletter, 3:1-233; January 1968. Publisher's Price: $6.00; available from Anita Simon, Research for Better Schools, Philadelphia.
ED 029 833. Not available from EDRS.

Twenty-six cognitive and affective classroom observation instruments are abstracted in this anthology; data collection methods, purposes and implications, observer reliability procedures, and categories used in coding behavior are described for each one. A 369-item bibliography is included.

---. Mirrors for Behavior: An Anthology of Classroom Observation Instruments. Philadelphia: Research for Better Schools, 1969. Over 3300p. Available from selected university libraries and R&D centers through interlibrary loans.
ED 031 613. Not available from EDRS.

This anthology of 79 classroom observation systems includes descriptions and rationales written by authors of the systems and, when available, research study findings, user's manuals, and other supplementary material. Type of communication measured and learning setting vary widely among instruments.

Solomon, Daniel, and others. Teaching Styles and Learning. Chicago: Center for the Study of Liberal Education for Adults, 1963. 174p. Available from Syracuse University Press Box 8, University Station, Syracuse, N.Y. 13210 ($2.00).
ED 026 556. Not available from EDRS.

This study investigated the effect of teaching styles on adult student learning and analyzed the interactions between teacher behavior and student and class characteristics and profiles of teacher effectiveness. Instruments used in the study and tables of data are included.

Stemnock, Suzanne K. The Evaluatee Evaluates the Evaluator. ERS Circular No. 5. Washington, D.C.: National Education Association, Educational Research Service, 1970. 52p. Publisher's Price: $1.50.
ED 044 378. EDRS Price: MF-$0.65; HC-Not available.

This informal survey reports the approaches used to implement the evaluation of central office administrators, principals, and teachers by their immediate subordinates in 29 school systems. The instruments used in the evaluations are included as well as a bibliography of 45 items on student evaluation of teachers and three items on teacher evaluation of principals.

---. Evaluating Teaching Performance. ERS Circular No. 3. Washington, D.C.: National Education Association, Educational Research Service, 1969. 64p. Publisher's Price: single copy, $1.50; discounts on quantity orders.
ED 033 448. EDRS Price: MF-$0.65; HC-Not available.

This circular provides information on techniques currently (January 1969) being used to evaluate teaching performance. Responses to a questionnaire by 213 school systems are tabulated and coded by enrollment size. Frequency of evaluation, evaluator, evaluation form and procedure, and appeal procedure are covered. Eleven representative forms are appended.

---. The Evaluation of Non Certificated Personnel. ERS Circular No. 4. Washington, D.C.: National Education Association, Educational Research Service, 1969. Publisher's Price: $1.50.
ED 033 449. EDRS Price: MF-$0.65; HC-Not available.

Based on the replies of 139 school systems (with over 16,000 enrollment) having formal evaluation programs, this survey identifies six general types of evaluation. Twenty-two selected evaluation forms are reproduced.

U.S. Department of Health, Education and Welfare, Office of Education. Do Teachers Make a Difference? A Report on Recent Research on Pupil Achievement. Washington, D.C.: the Department, 1970. 181p. Publisher's Price: $0.75; order number GPO:HE5.258:580425.
ED 040 253. EDRS Price: MF-$0.65; HC-Not available.

This book is a collection of papers by prominent educational researchers which illustrate recent research on factors which influence pupil achievement. Teacher quality emerges as the most improtant element affecting pupil achievement in the schools, and conclusions drawn from analyses of the data point out ways for schools to improve the productivity of educational personnel.

Vincent, William S. "Indicators of Quality," IAR Research Bulletin, 7:1-5; May 1967.

This article describes a 51-item classroom observation instrument designed to measure school quality, not individual teachers. The items are derived from the four criterion characteristics of school quality: individualization, interpersonal regard, creativity, and group activity.

---. "33 Roles for Teachers and Pupils in the Classroom." New York: Columbia University, Institute for Administrative Research, 1970. 37p. Publisher's Price: $2.00.

This booklet provides forms to be used in a Role Identification Training Session. The described roles of teachers and pupils provide a framework for observation and discussion of effective classroom behavior.

Woodruff, Asahel D., and Janyce L. Taylor. "A Teaching Behavior Code," Teacher Education in Transition, edited by Howard E. Boseley. Baltimore: Multi-State Teacher Education Project, 1968. pp263-306. Local collection of the Clearinghouse.

Based on the assumption that real learning occurs only when a student is engaged in want-serving tasks, Woodruff et al have developed a teaching behavior code in four categories: The learning task, patterns for eliciting response to tasks, working climate and teacher-pupil commitment to tasks, and verbal-conceptual ratios. A Guide and recording instrument are included, designed to describe the teacher's behavior in terms of this code. If the code can be used with high inter-rater reliability, evaluation of teaching in terms of its effect on student behavior may proceed.

Wright, Clifford J., and Graham Nuthall. "Relationships Between Teacher Behaviors and Pupil Achievement in Three Experimental Elementary Science Lessions," American Educational Research Journal, 7:477-91; November 1970.

The authors report on the relationship between pupils' (N=296) short-range knowledge gain after three 10-minute science lessions and teachers' (N=17) behaviors, recorded on tape during the lessons. Analysis favored teachers who ask direct questions, summarize at the end rather than beginning of lessons, involve more pupils by redirecting questions, and praise responses.

Yevish, Irving A. "The Observation Fallacy," Educational Forum, 32:171-75; January 1968.

Yevish discounts the value of classroom observation as a useful supervisory technique. He discusses several reasons for his criticism of observation as practiced by principal and supervisors, and maintains that evaluation of student learning is the only legitimate path to the evaluation of teaching.

Young, David B. "The Analysis and Modification of Teaching Behavior Using Interaction Analysis, Micro-Teaching and Video-Tape Feedback." Report to the National Association of Secondary School Principals annual meeting, February 10-14, 1968, Atlantic City, N.J. 12p. Local collection of the Clearinghouse.

This paper focuses on the problems of principals as supervisors of instruction in determining valid criteria for analyzing teaching performance and in effecting change in a teacher's behavior. Uses of observation techniques to identify and categorize teaching behavior are described, and microteaching and videotaping are discussed as means of evaluating, providing modelling protocols, and developing and refining teaching skills.

Zimiles, Herbert, and others. "Personality Aspects of Teaching: A Predictive Study," Genetic Psychology Monographs, 69:101-49; 1964. Local collection of the Clearinghouse.

Dealing with the relationship between the performance of senior teacher education students on personality tests and an evaluation of their first-year teaching performance, the study collected data from a battery of personality tests and from observations and interviews by supervisors. The results deal with the predictive accuracy of the tests; correlations between ratings of teaching competence based on battery data and those of the criterion data ranged from .03 to .50.

ABOUT ERIC

The Educational Resources Information Center (ERIC) forms a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published and unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the 19 clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

TEACHER EDUCATION AND ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the Association of Teacher Educators, a national affiliate of the National Education Association, and the Council on Instruction and Professional Development of NEA. It is located at One Dupont Circle, Washington, D.C. 20036.

SCOPE OF CLEARINGHOUSE ACTIVITIES

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes the preparation and continuing development of all instructional personnel, their functions and roles. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision-making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and inservice preparation of school personnel and the profession of teaching.

ORDERING INFORMATION

Documents cannot be ordered without an "ED" or order number. The "ED" number is listed with each citation. Once the reader has the "ED" number, he must order the document directly from the ERIC Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Maryland 20014.

To determine the cost of a document, the reader should look at "EDRS Price" or "Publisher's Price" in the citation. Information such as "EDRS Price: MF-$0.65; HC-$3.29" means that the document may be obtained from EDRS in microfiche (MF) for 65 cents or in "hardcopy" for $3.29. A microfiche is a 4 by 6-inch form containing images of the pages of the documents, as many as 60 pages per fiche, each image representing a standard-sized sheet of paper. Microfiche readers, available from many manufacturers, are required to enlarge the images for reading purposes. Hardcopy prints are black and white 6 by 9-inch pages.

Payment to EDRS must accompany orders totaling less than $10. A special handling charge of 50 cents must be added to all orders. Applicable local state sales tax should be added to orders or a tax exemption certificate should be submitted.

If an individual or institution would like to subscribe to RIE, a check or money order should be sent to the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. The domestic rate is $21 per year; foreign, $26.25. Single issues sell for $1.75.

ORDER BLANK

(Detailed information on how to order ERIC documents appears above.)

Send to:
ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014.

Cut this out and send with your order.

NAME _____

ADDRESS _____

_____ ZIP _____

Quantity	ED number	Title	MF Price	HC Price
		Total $		

This publication was prepared pursuant to a contract with the U.S. Department of Health, Education, and Welfare, Office of Education; Contract number OEC-0-8-080490-3706-(010). Contractors undertaking such projects under Government sponsorship are encouraged to express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.